

SUVA SANGAM COLLEGE
YEAR 10 ENGLISH

WEEK 1 MONDAY 5/07/2021 TO FRIDAY 9/07/2021

SUB-STRAND: LANGAUGE FEATURES AND RULES (GRAMMAR)

OBJECTIVES:

Upon completion of this unit, students should be able to:

1. Explore and learn grammar rules.
2. Differentiate written and spoken text to communicate messages.
3. Identify the features and the functions.

NOTES

A **pronoun** is a word that refers to either the people talking (I or you) or someone or something that is being talked about (like she, it, them, and this). Gender **pronouns** (he/she/they/etc.) specifically refer to people that you are talking about.

Types/Examples of Pronoun

Pronoun as subject	Pronoun as object	Possessive pronoun	Reflexive pronoun
I	me	mine	myself
you	you	yours	yourself
he	him	his	himself
she	her	hers	herself
it	it	its	itself
we	us	ours	ourselves
you	you	yours	yourselves
they	them	theirs	themselves

ACTIVITY: FILL IN THE BLANKS

Use the suitable pronouns to fill the blank space below.

Vilame has girlfriend and _____ are planning to get married. The problem with _____ relationship was that Vilame's parents felt that he must complete _____ degree first before settling into marriage. For Vilame to complete _____ study, it would mean another 6 months of waiting.

The girl's parents on the other hand felt that _____ daughter is not ready for marriage and _____ should wait for another two years. These decisions made Vilame and _____ girlfriend, Roselyn unhappy and _____ decided to elope. Consequently _____ parents were very disappointed but worried at the same time.

SUVA SANGAM COLLEGE
YEAR 10 ENGLISH

WEEK 2 MONDAY 12/07/2021 TO FRIDAY 16/07/2021


SUB-STRAND: LANGAUGE FEATURES AND RULES (GRAMMAR)

OBJECTIVES:

Upon completion of this unit, students should be able to:

1. Explore and learn grammar rules.
2. Differentiate written and spoken text to communicate messages.
3. Identify the features and the functions.

NOTES & EXAMPLES

	Function or Job	Examples	Sentences
Noun	Thing or person	Pencil, cat, work, notebook	This is my cat. They live in Madrid.
Verb	Action or state	Get, come, cut, open, like	I like apple. Come in please.
Adverb	Describe a verb, adjective or adverb	Silently, badly, really	My cat eats quickly.
Adjective	Describes a noun	Small, big, good, well, blue	We like big cake. I have three pencils.
Pronoun	Replaces a noun	I, you, he, she, it	He is very clever.
Preposition	Links a noun to another word	At, in, of, on, after, under	She was hiding under the table.
Conjunction	Joins clauses or sentences	But, and while, when	I am very hungry, but the fridge is empty.
Interjection	Short exclamation	Oh!, hi!, ouch!, Wow!	Wow! What a beautiful car!

ACTIVITY: PART OF SPEECH

Identify the part of speech in the following sentences.

1. In Europe, conflicts are resolved within the legal system. (Proper noun) _____
2. He was running towards his house. (Gerund)_____
3. The accused led the attack on the driver. (Irregular Verb)

4. It became an interesting match. (Indefinite article)_____
5. The dog chased him all the way. (Regular Verb)_____

SUVA SANGAM COLLEGE

YEAR 10 ENGLISH

WEEK 3 MONDAY 19/07/2021 TO FRIDAY 23/07/2021

**SUB-STRAND: LANGAUGE FEATURES AND RULES
(COMPREHENSION)**


OBJECTIVES:

Upon completion of this unit, students should be able to:

1. Develop listening skills use knowledge in writing.
2. Differentiate written and spoken text to communicate messages.
3. Explore and demonstrate ways of interpreting visuals.

NOTES & EXAMPLES

I always enjoy the drive into Leeds. It is a good straight road, with some pleasant views of the countryside on either side. There are woods and hills, villages and farms and, about halfway, a large lake. In addition, because there is rarely much traffic on the road, I can usually enjoy the view as I drive along. I was rather annoyed the other morning, therefore, when a small blue car began to drive very close behind me. I went a little faster, hoping to leave the car behind. However, whenever I slowed down, the little car caught up with me. The driver, a middle-aged man, was grinning and waving to me. However, I did not recognise either him or the car. Again, I began to drive a little faster but the little car caught up with me whenever I slowed down. "Perhaps I am doing something wrong," I thought. I checked my lights and my indicator, but they were both in order. Moreover, I certainly did not have a puncture. The man was a lunatic, I decided. Feeling rather cross, I drove off very fast, leaving the small blue car behind. I did not slow down until I got to Leeds. There are some traffic lights just before you cross the railway bridge into Leeds and, as it happened, the lights turned red as I approached. I was still waiting there when the little blue car caught up with me. The driver got out and tapped on my window. I opened it. "Can I help you?" I asked rather coldly. "I am trying to help you!" the man said. "You see, your number plate fell off about fifteen miles back. I tried to attract your attention, but you didn't take any notice!"



COMPREHENSION ACTIVITY:

1. What was the road to Leeds like?

2. Why did Alex usually drive slowly?

3. What did the driver of the small car do?

4. Did Alex stop before he got to Leeds?

5. Why did Alex stop at the railway bridge?

SUVA SANGAM COLLEGE

ENGLISH

YEAR 10

WEEK 4 MONDAY 26/07/2021 TO FRIDAY 30/07/2021

**SUB-STRAND: SOCIAL CULTURAL CONTEXT SITUATION
(LITERATURE)**

OBJECTIVES:

Upon completion of this unit, students should be able to:

1. Develop listening skills use knowledge in writing.
2. Differentiate written and spoken text to communicate messages.
3. Explore and demonstrate ways of interpreting visuals.

NOTES & EXAMPLES

FIGURE OF SPEECH IN POETRY

<p>SIMILE</p> <p>Simile — a comparison between two unlike things using the words like or as.</p> <p>• <i>He is as blind as a bat</i> • <i>It is black as night</i> • <i>She eats like a bird</i></p>
<p>HYPERBOLE</p> <p>Hyperbole — uses exaggeration for emphasis or effect.</p> <p>• <i>I've told you a million times</i> • <i>I'm so hungry I could eat a horse</i> • <i>Your backpack weighs a ton</i></p>
<p>ALLITERATION</p> <p>Alliteration — the occurrence of the same consonant letter or sound at the beginning of adjacent or closely connected words.</p> <p>• <i>Carly cooked a casserole</i> • <i>Will wanted warm weather</i> • <i>Boston baked beans</i></p>
<p>METAPHOR</p> <p>Metaphor — a comparison between two things that aren't alike but do have something in common.</p> <p>• <i>Life is a journey</i> • <i>Laughter is the best medicine</i> • <i>His words are wisdom</i> • <i>Her eyes were ice</i></p>
<p>PERSONIFICATION</p> <p>Personification — giving human qualities to animals, inanimate objects, or abstract notions.</p> <p>• <i>The hyena laughed</i> • <i>The fog crept in</i> • <i>The wind howled</i> • <i>The snowflakes danced</i></p>
<p>ONOMATOPOEIA</p> <p>Onomatopoeia — a word that sounds like what it is describing.</p> <p>• <i>Click</i> • <i>Meow</i> • <i>Buzz</i> • <i>Drizzle</i> • <i>Whoosh</i> • <i>Splat</i></p>

ACTIVITY: MATCHING

	COLUMN A		COLUMN B
1	Simile	A	I could hear the wind whispering from behind.
2	Metaphor	B	The car horn beeped loudly.
3	Personification	C	He was as slick as a slime going through the defenders.
4	Onomatopoeia	D	Steve saved seven seagulls.
5	Alliteration	E	The sun is a silver coin in the sky.

SUVA SANGAM COLLEGE
YEAR 10 ENGLISH

WEEK 5 MONDAY 2/08/2021 TO FRIDAY 06/08/2021

**SUB-STRAND: SOCIAL CULTURAL CONTEXT SITUATION
(LITERATURE)**

OBJECTIVES:

Upon completion of this unit, students should be able to:

1. Develop listening skills use knowledge in writing.
2. Differentiate written and spoken text to communicate messages.
3. Explore and demonstrate ways of interpreting visuals.

NOTES & EXAMPLES

Repetition is a literary device that involves using a word or phrase two or more times in a speech or written work.

Metaphor is comparing two things without the use of like or as. For example, ***the snow is a white blanket*** i.e. the snow is being compared to the white blanket without the use of like or as.

Assonance is the repetition of vowel sound within or close proximity in phrases and associated lines.

ACTIVITY

POETRY – READING A POEM

Dreams by Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly

Hold fast to dreams
For when dreams go
Life is barren field
Frozen with snow

QUESTIONS

1. Write the title and the poet.

2. How many stanzas does this poem have?

3. Identify the following from the poem.

a. Repetition

b. Metaphor
